

U.S. DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION
INTERNATIONAL EDUCATION PROGRAMS SERVICE
Washington, D.C. 20006-8521



FISCAL YEAR 2007

APPLICATION FOR THE
FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM
CFDA No. 84.018

CLOSING DATE:
September 28, 2006

DATED MATERIAL – OPEN IMMEDIATELY

Elementary and Secondary Seminar Countries:
China*, China, India, Japan+, Mexico/Canada, Thailand/Vietnam**
(* For Foreign Language Instructors, any language)
(** Seminar is open to Math & Science educators [Pilot Program])
(+For Japanese Language Instructors Only)

Secondary and Postsecondary Seminar Countries:
Brazil, Israel/Egypt, Poland/Russia, South Africa

INSTRUCTIONS FOR TRANSMITTING APPLICATIONS

Applications for grants under the Fulbright-Hays Seminars Abroad Program, CFDA 84.018A must be submitted electronically using e-Application available through the Department's e-Grants system.

Unless a waiver of the electronic submission requirement has been requested by the applicant in accordance with the procedures in this section, all portions of the application must be submitted electronically. If you are unable to submit an application through the e-Grants system, you must submit a written request for a waiver of the electronic submission requirement. In your request, you should include: your name, your first country choice, and the reason or reasons that prevent you from using the Internet to submit your application. You should address this request to: Michelle Ward, U.S. Department of Education, 1990 K Street, N.W., 6th Floor, Washington, DC 20006-8521. Please submit the request no later than two weeks before the application deadline date. Your paper application must be submitted in accordance with the mail or hand delivery instructions described in this notice.

If, within two weeks of the application deadline date, you are unable to submit an application electronically, you must submit a paper application in accordance with the mail or hand delivery instructions described in this notice. The paper application must include a written request for a waiver documenting the reasons that prevented you from using the Internet to submit your application.

When using e-Application to complete the application, you will be entering data online. Do not e-mail an electronic copy of any part of a grant application to us. The data that is entered online will be saved into a database.

If you participate in e-Application, please note the following:

- You must submit the grant application electronically through the Internet using the software provided on the e-Grants Web site (<http://e-grants.ed.gov>) by 4:30 p.m., Washington, DC time, on the application deadline date. The regular hours of operation of the e-Grants Web site are 6:00 a.m. Monday until 7:00 p.m. Wednesday; and 6:00 a.m. Thursday until midnight Saturday, Washington, DC time. Please note that the system is unavailable on Sundays, and after 7:00 p.m. on Wednesdays for maintenance, Washington, DC time. Any modifications to these hours are posted on the e-Grants Web site. We strongly recommend that you do not wait until the application deadline date to initiate an e-Application package.
- You will not receive additional point value because you submit the application in electronic format, nor will we penalize you if you request a waiver and submit the application in paper format because you were prevented from submitting the application electronically as required.
- After you submit your application to the Department, you will receive an automatic acknowledgement- via email, which will include a PR/Award number (an identifying number unique to your application).

Application Deadline Date Extension in Case of System Unavailability: If you are prevented from submitting your application on the application deadline date because the e-Application system is unavailable, we will grant you an extension of one business day in order to transmit your application electronically, by mail, or by hand delivery. We will grant this extension if--

1. The applicant is a registered user of e-Application and has initiated an e-Application for this competition; and
2. (a) The e-Application system is unavailable for 60 minutes or more between the hours of 8:30 a.m. and 3:30 p.m., Washington, DC time, on the application deadline date; or (b) The e-Application system is unavailable for any period of time during the last hour of operation (that is, for any period of time between 3:30 p.m. and 4:30 p.m., Washington, DC time) on the application deadline date.

We must acknowledge and confirm these periods of unavailability before granting you an extension. To request this extension or to confirm our acknowledgement of any system unavailability, you may contact either (1) the person listed above or (2) the e-Grants help desk at 1-888-336-8930.

A. Submission of Paper Applications by Mail.

Exception to Electronic Submission Requirement: You qualify for an exception to the electronic submission requirement, and may submit your application in paper format, if you are unable to submit an application through the e-Application system because--

You do not have access to the Internet; or

You do not have the capacity to upload large documents to the Department's e-Application system; and

No later than two weeks before the application deadline date (14 calendar days or, if the fourteenth calendar day before the application deadline date falls on a Federal holiday, the next business day following the Federal holiday), you mail or fax a written statement to the Department, explaining which of the two grounds for an exception prevent you from using the Internet to submit your application. If you mail your written statement to the Department, it must be postmarked no later than two weeks before the application deadline date. If you fax your written statement to the Department, we must receive the faxed statement no later than two weeks before the application deadline date.

If you qualify for an exception to the electronic submission requirement, you may mail (through the U.S. Postal Service or a commercial carrier), your application to the Department. You must mail the original application, on or before the application deadline date, to the Department at the applicable following address:

By mail through the U.S. Postal Service:

U.S. Department of Education
Application Control Center
ATTENTION: CFDA NUMBER 84.018A
400 Maryland Avenue, SW.
Washington, DC 20202-4260

By mail through a commercial carrier:

U.S. Department of Education
Application Control Center – Stop 4260
Attention: CFDA Number 84.018A
7100 Old Landover Road
Landover, MD 20785-1506

Regardless of which address you use, you must show proof of mailing consisting of one of the following:

1. A legibly dated U.S. Postal Service Postmark;
2. A legible mail receipt with the date of mailing stamped by the U.S. Postal Service;
3. A dated shipping label, invoice, or receipt from a commercial carrier; or
4. Any other proof of mailing acceptable to the U.S. Secretary of Education.

If you mail the application through the U.S. Postal Service, please note that we do not accept either of the following as proof of mailing:

1. A private metered postmark, or
2. A mail receipt that is not dated by the U.S. Postal Service. If your application is post marked after the application deadline date, we will notify you that we will not consider the application.

Note: Applicants should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, applicants should check with their local post office.

B. Submission of Paper Applications by Hand Delivery.

If you have requested a waiver of the electronic submission requirement, you (or a courier service) may deliver the paper application to the Department by hand. The original and two copies of your application must be hand-delivered on or before the application deadline date to the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.018A)
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, D.C. 20202-4260

The Application Control Center accepts deliveries daily between 8:00 a.m. and 4:30 p.m., Washington, D.C. time, except Saturdays, Sundays and Federal holidays. A person delivering an application must show identification to enter the building.

Note for Mail or Hand Delivery of Paper Applications:

If you mail or hand deliver your application to the Department:

1. You must indicate on the envelope the CFDA number (84.018A)– of the competition under which you are submitting the application.
2. The Application Control Center will mail a Grant Application Receipt Acknowledgment to you. If you do not receive the notification of application receipt within 15 days from the mailing of your application, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

Important Information for Applicants

To access an electronic copy of the application please go to our website:
www.ed.gov/programs/iegpssap/index.html

For answers to program related questions please contact the program officers:

Gale Holdren
202-502-7691
gale.holdren@ed.gov

Michelle Guilfoil
202-502-7625
michelle.guilfoil@ed.gov

PLEASE NOTE:

**ALL APPLICANTS WILL BE NOTIFIED OF THE RESULTS OF THE COMPETITION
NO EARLIER THAN LATE MARCH 2007**

Dear Applicant:

Thank you for your interest in applying for a grant under the Fulbright-Hays Seminars Abroad (SA) program. Included in this application booklet are the program introduction, instructions, and forms needed to submit a complete application package to the U.S. Department of Education.

The SA program supports short-term study and travel seminars abroad for U.S. educators in the social sciences and humanities for the purpose of improving their understanding and knowledge of the peoples and cultures of other countries.

This letter highlights a few items in the Fiscal Year (FY) 2007 application package that will be important to you in applying for grants under this program. You should review the entire application package carefully before preparing and submitting your application. Information on the SA Program is accessible at the U.S. Department of Education Web site at:

www.ed.gov/programs/iegpssap/index.html

The application must be submitted on or before the deadline date. Electronic submission of applications is required; therefore, you must submit an electronic application unless you follow the procedures detailed in the SA application and qualify for one of the exceptions to the electronic submission requirement. The requirements for obtaining an exception to the electronic submission have changed. If you think you may need an exception you are urged to review the requirements promptly. Applications submitted late will not be accepted. **We suggest that you submit your application several days before the deadline date of September 28, 2006.** The Department is required to enforce the established deadline to ensure fairness to all applicants. No changes or additions to an application will be accepted after the deadline date. You should know that if the Department receives duplicate applications we will accept and process the application with the latest "date/time received" validation.

A program officer is available to provide technical assistance if you have any questions after reviewing the application. Please refer to the introduction that follows for the names and telephone numbers of the contact persons.

We look forward to receiving your application and appreciate your efforts to promote excellence in international education.

Sincerely,

Susan E. Beaudoin
Acting Deputy Assistant Secretary
Higher Education Programs

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BACKGROUND INFORMATION

The J. William Fulbright Foreign Scholarship Board

The J. William Fulbright Foreign Scholarship Board has the overall responsibility for managing the Fulbright Program worldwide. The Board is composed of twelve members drawn from academic, cultural and public life who are appointed by the President of the United States. Their job is to set and interpret policies related to the administration of the Fulbright Programs, to approve the final selection of all Fulbright grantees and participants, and to supervise the conduct of the program both in the U.S. and abroad.

The Seminars Abroad Program

The Seminars Abroad Program, authorized by the Mutual Educational and Cultural Exchange (Fulbright-Hays) Act of 1961, provides opportunities for qualified U.S. educators to participate in short-term seminars abroad mainly on topics in the social sciences, social studies and the humanities.

The purpose of the program is **to help U.S. educators/administrators in humanities, languages, and/or area studies** to enhance their international understanding and increase their knowledge of the people and culture of another country through study abroad. **This program is designed for educators with limited or no experience in the host country (ies).** Upon their return, participants are expected to share their broadened knowledge and understanding of the host country (ies) with students, colleagues, civic and professional organizations, and the public in their respective home communities.

All seminars are composed of a pre-arranged, structured academic phase and a group travel phase. Due to the group nature of the seminar and the requirement that participants attend all scheduled activities, participants will not have time to engage in extensive individual research. The seminars' schedules provide only a limited amount of free time for participants to gather information related to their individual curriculum projects or other projects related to their current teaching responsibilities.

PROGRAM GUIDELINES

Eligibility Requirements:

In accordance with the Policy Statements of the J. William Fulbright Foreign Scholarship Board, the basic eligibility requirements are:

1. Citizenship - must be a citizen of the United States or a permanent resident.
2. Academic Preparation - must hold at least a bachelor's degree from an accredited college or university.
3. Professional Experience - (1) must have at least 3 years of full-time experience - by the time of departure for the seminar- (2) must be currently employed full-time in a U.S. school system, institution of higher education, Local Education Agency, State Education Agency, library, or museum. Teaching as a graduate or teaching assistant is not applicable toward the three years of required full-time professional experience.
4. Applications are accepted from those who teach two half-time permanent positions in two different institutions, teaching at the same or similar education levels. You must provide documentation that both positions add up to the equivalent of a full-time position.
5. Language Proficiency – Presently, Japan is the only program that requires language proficiency.
6. Health –The candidate must be physically and psychologically able to participate in all phases of the seminar. Award recipients must provide a physician's statement to reflect participants readiness for travel.
7. Suitability and Adaptability - The applicants' suitability and adaptability are assessed through the evaluation criteria and letters of reference.

All applications are reviewed and evaluated according to their *first choice* unless an applicant is deemed ineligible for his or her first choice. **Applicants are encouraged to list**

second or third choices when applying. If an applicant selects a second or third choice and does not discuss the selection in the essay questions, points will be deducted. Please note that there are two China seminars offered for Fiscal Year 2007. The first China seminar listed in the drop-down menu is titled “History, Culture and Economic Development in China” U.S. K-12 educators and administrators who have responsibility for curriculum and instruction in the social sciences, humanities, foreign languages, and area studies. The second seminar to China is the titled “Native and Foreign Language Instruction and Training” for U.S. K-12 educators and administrators who have responsibility for curriculum and instruction in foreign language and ESL/EFL/ESOL. This is an opportunity for foreign language educators to learn how foreign language is taught in China.

Applicants are considered for their second or third choice seminars if they score high enough in the competition but do not make the cut-off for their first choice seminar.

If too few applications are received for a given seminar that seminar will be cancelled.

Applicants who have selected a cancelled seminar as their first choice will be reviewed for their second or third choice, if the applicant lists a second or third choice. If they meet the qualifications for those seminars, they will be selected to participate in either their second or third choice.

Program Requirement

The requirement to participate in the SA program is the completion of a curriculum project that must be submitted to the agency administering the seminar, 90 days after the conclusion of the seminar.

Ineligibility Factor

Those individuals who have participated in the Fulbright-Hays Seminars Abroad Program or Group Projects Abroad Program must wait three summers before they are eligible to participate a second time; i.e., those individuals who participated in a seminar or group project in 2006, 2005, or 2004 are not yet eligible to reapply. Individuals who have had two awards under either of the above programs are NOT eligible to apply for a third award until 10 years have passed from the time that the first award was received.

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Elementary and Secondary Seminar Countries:

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Qualifications:

- Elementary School Teachers.
 - Middle or High School Educators in the fields of social sciences, humanities, including languages.
 - Administrators or Curriculum Specialists who have responsibility for curriculum in the fields of social sciences, humanities, including languages.
 - Librarians, Museum Educators or Media or Resource Specialists who have responsibility for curriculum in the fields of social sciences, humanities, including languages.
- =====

China

Seminar Title: History, Culture and Economic Development in China

Preliminary Dates: June 25 – July 27, 2007 (tentative)

Education Level: Elementary and Secondary

Program Content:

China's continuing transformation into a worldwide economic powerhouse is of utmost importance for U.S. educators whose role it is to provide information on and explanation of China's new role and the challenges this presents not only to other countries but also to China itself. The need to understand more about this country grows on a daily basis. This seminar will examine China's history, culture, society, and rapid economic growth.

China is one of the most rapidly changing countries in the world today and an exciting place to visit and study. Lectures during this four-week seminar will provide opportunities to understand better both the country's fascinating past as well as its current challenges – social, economic and political. Complementary site visits will be made to places of historic importance as well as to those illustrative of contemporary society. Special efforts will be made to schedule the program to start in time to allow site visits before Chinese schools close for the summer vacation.

Prior to international departure, participants will gather in the San Francisco Bay area for a two-and-a-half-day pre-departure orientation program. This will provide an opportunity for Fulbrighters to get to know each other and attend initial briefings on topics such as Chinese culture, society and language, as well as the systems of education, politics, and economics.

Once in China, the itinerary will include meetings, site visits, and discussions in four cities chosen to provide opportunities to observe different aspects of China. Beijing, the capital of China, is home to many top universities, government offices and sites of historic and cultural interest. The first portion of the program will be spent exploring the capital city, including visits to educational and economic institutions, where specialists will lecture on Chinese history, politics, economics, and education. Participants will meet with government officials, and representatives of media and community organizations. Finally, the itinerary will include stops at historic and cultural sites to provide first-hand opportunities for exploration of thematic issues.

Xi'an, the "cradle of Chinese civilization," is located in central China and was the capital for eleven dynasties. Lectures on politics and government will be followed by visits to area educational and historic sites.

Shanghai is widely recognized as one of the most dynamic cities not just in Asia but also in the world. Several days will be spent there examining topics such as the history of colonial involvement in China, the rise of China's Communist Party, and current urban issues, including the city's unique economic contribution to the country.

The fourth city will be selected from one of the following: Kunming, Chengdu, Guilin, or Xining. At the end of the seminar, it will be possible for delegation members to choose to visit Hong Kong, partially at their own expense. Those who do so will spend three to four days attending meetings to discuss aspects of Hong Kong society of most interest to the group members.

The National Committee on United States - China Relations and the China Education Association for International Exchange will administer the seminar on behalf of the United States Department of Education.

China

Seminar Title: Native and Foreign Language Instruction and Training

Preliminary Dates: June 25 – July 27, 2007 (tentative)

Participants: U.S. K-12 Educators and Administrators who have responsibility for curriculum and instruction in foreign language and ESL/EFL/ESOL

Program Content:

English is now a required subject for all Chinese students beginning in the third grade. How are elementary, middle, and high school students taught English? How are teachers trained to teach English? These are the two core questions that will be addressed during this month-long program in the People's Republic of China.

There are specialized and highly segmented teacher training institutions in China: national-level universities such as Beijing Teachers University and Huadong Teachers University in Shanghai train university level educators. Teachers colleges produce educators for secondary schools and teachers schools (post secondary two- or three-year vocational schools) train teachers for primary schools. Differences in the training of foreign language teachers across these various types of teacher training institutions in China will be one focus of the seminar.

Another focus will be the methods used to teach English (and other foreign languages) in China and how these might differ from each other and from American pedagogy. For example, in addition to foreign language instruction in public and a growing number of private schools, there are special Foreign Language Schools, first established in 1956 to provide interpreters for the Ministry of Foreign Affairs. The seminar will explore differences among these schools.

As a character-based language, how is Chinese reading taught? What are some of the similarities and differences between the teaching of reading in English in the United States and of Chinese in China? How are teachers trained to teach reading in China?

Some of China's ethnic minorities learn Mandarin Chinese only when they enroll in primary school and many areas face bilingual education issues similar to those in the United States. How is Mandarin taught to non-native and dialect speakers in China? How is native language proficiency maintained? Who are the teachers of minority students (are they Han Chinese or are they members of minority groups, or both), and how are they trained?

Because of the wide spectrum of teacher training institutions and the variety of institutions in which foreign languages are taught, the itinerary is expected to include Beijing, home to China's foremost teacher training institution; Nanjing, home of one of the best Foreign Language Schools; Changzhou, which has a teacher training institution with a special class for Tibetan teachers; and a city in northeast China that might include instruction in Russian, Japanese, and/or Korean because of its proximity to native speakers of those languages.

Prior to departure for China, participants will gather in the San Francisco Bay area for a two-and-a-half-day pre-departure orientation program. This will provide an opportunity for Fulbrighters to get to know each other and attend initial briefings on topics such as Chinese culture, society, and language, as well as the systems of education, politics, and economics.

The National Committee on United States - China Relations and the China Education Association for International Exchange will administer the seminar on behalf of the United States Department of Education.

PILOT PROGRAM

India: - To include math and science educators.

Seminar Title: Best Practices: What U.S. educators can learn from India

Dates: June 26-August 2, 2007

Participants: U.S. Educators and Administrators from elementary, middle and secondary schools who have responsibility for curriculum and instruction in math, science and related subjects, the social sciences, humanities, foreign languages, and area studies,

Program Content:

India is where business and technology firms look to find new talent. What are the best practices in educating a new generation of competitive players in the marketplace that India is currently incorporating?

The seminar will provide an opportunity for U.S. elementary, middle and secondary school teachers to observe the process of curriculum development, its implementation in the classroom, and the training of teachers in general knowledge fields, including the humanities and sciences.

The program will consist of two phases, namely, academic study and field visits. The first three-to-four day academic program will be held in New Delhi using a multi-disciplinary approach involving formal lectures, interviews, and discussions with prominent scholars on different educational aspects. In the field visit phase, participants will spend time in various parts of the country to meet with government officials and their counterparts, at all educational levels. They will also spend time at teacher training and other institutions that specialize in the development of curriculum. Activities will be developed to allow the group to view the entire process of curriculum development—from creation to implementation.

As a special feature of the seminar, each seminar participant will be paired with an Indian counterpart who will aid in the creation and implementation of the curriculum projects produced as a result of the program.

The seminar is designed to enrich participants' knowledge by combining academic and cultural experiences. Within the group's program, time will also be allocated for participants to pursue their individual academic interests and work on their respective curriculum projects.

Mexico and Canada

Seminar Title: Mexico and Canada Facing the XXI Century

Dates: Late June to Early August 2007

Education Level: Elementary and Secondary

Program Content:

The seminar will explore the construction of national cultural identity, with particular reference to the intersection between energy, the environment, and the development of communities, by comparing and contrasting contemporary cultural realities in Mexico and Canada. The seminar will examine identity through various geographic lenses - hemispheric (North American), national, regional, and local. These perspectives will be juxtaposed against the role that the production of energy plays in each of the two countries, and how that affects the environment and local community development.

The seminar participants will spend two weeks in each country. They will meet with government officials, academics, librarians, community leaders, educational authorities (including fellow teachers), and researchers in order to gain a first-hand account of the main features that shape the two cultures.

Canada

The Canada portion of the seminar will begin in Ottawa, Canada's capital city, on July 1st (Canada Day). Participants will be given a general overview of Canadian culture, politics and history, while visiting key national sites. Participants will then travel to Montreal, the second largest French-speaking city in the world, and on to Quebec City, where they will focus on the relationship between culture and language. From there, participants will travel to Western and Northern Canada to examine, in depth, energy and environmental issues. They will visit Calgary (and the Calgary Stampede), Fort McMurray, and other parts of the historic regional municipality of Wood Buffalo. The Canadian portion of the program will conclude in Toronto, Canada's largest city. The United Nations has called Toronto the most Multicultural City in the World. Over half of the residents of Toronto were born outside Canada. Most new Canadians settle in the Toronto area, making it one of the fastest growing urban regions in the Western world.

Mexico

Seminar participants will have the opportunity to explore the rich cultural heritage of Mexico. Beginning in Mexico City, one of the world's largest and most diverse cities, the participants will visit Oaxaca, Veracruz, Puebla, and the Central Valley of Mexico. Lectures, readings, academic discussions, visits to museums and other cultural sites and centers, all help to explain the deep and nuanced history that has shaped the culture and identity of modern Mexico. Participants will have several opportunities to interact with colleagues and meet Mexican teachers from different schools.

This seminar will be administered by COMEXUS and by the Foundation for Educational Exchange between Canada and the United States of America for the United States Department of Education. Please see www.comexus.org.mx and www.fulbright.ca.

Thailand & Vietnam

Title: “Education in Thailand and Vietnam:
Meeting Current Challenges Through Best Practices”

Duration: Five weeks

Education Level: Elementary and Secondary

Program Content:

Increased “interconnectedness” and globalization in education implies a need for deeper transnational and cross-cultural understanding. Highly parochialized views of education are giving way to more integrative approaches of dealing with educational issues. As one of the fastest growing regions in the world, Southeast Asia’s relevance on the international stage is likely to increase as well. In this context, global and local needs alike are best served through thoughtful exchange and interaction among educators. This seminar will offer American teachers an “insider’s look” at two of Southeast Asia’s most prominent countries: Thailand and Vietnam. Participants will gain first-hand experience in exploring the essence of the urban and rural heritage of Thailand and Vietnam in order to gain valuable insight into the cultural, political, and socio-economic dimensions of the education systems in the region.

Thailand is one of the leading nations in Southeast Asia as the country has progressed consistently over the past decades on many levels. Its economic, social and educational development combined with its geographical location has provided added advantages and the country has develop hubs for business and learning networks for the region. The entire system of education has been reformed to ensure a better response to current and future challenges, e.g. access and equity of basic education with increased emphasis on the disadvantaged and the disabled in rural areas; enhanced quality of instruction of basic sciences and foreign languages; and identification and utilization of local cultural practices to retain Thailand’s heritage and help balance the influence of globalization.

In Bangkok and other Thai cities, towns, and villages, lectures and discussions will take place with Ministry of Education senior officials and senior educators on Thailand’s education reform and strategic plans to enhance student learning and competitiveness. Participants will have the opportunity to visit the national education offices as well as to visit area schools, meet with Thai educators, and exchange ideas on curriculum development. Thailand’s recent decision to establish standards for foreign language English teachers in the country is an interesting innovation that will be studied in this seminar. The seminar will involve both academic lectures and corresponding site visits designed to provide U.S. participants with first-hand experiences.

Thailand and Vietnam are close neighbors that have been in partnership in their development efforts, sharing expertise and resources for mutual benefits. The Thailand-U.S. Educational Foundation (TUSEF or Thailand Fulbright Commission) has strong ties with key organizations in all subject areas listed above in both Thailand and Vietnam. TUSEF has an extensive base of knowledge and experience on issues of interest to both U.S. and southeast Asian educators and will draw upon its expertise in the region to host a unique seminar that will enable U.S. teachers to interact extensively with key experts and locals in both countries.

Seminar Title:	Japanese Language
Dates:	To be announced
Awards:	3
Qualifications:	

Teachers of Japanese at the elementary, middle or high school level, who have taught Japanese for a minimum of two years in the United States and whose proficiency is Level 3 or above in the Japanese Language Proficiency Test.

Program Content:

The 8-week seminar is designed to provide intensive courses in teaching methodology for non-native teachers of Japanese Language. The seminar will be conducted mostly in Japanese. The program will consist of lectures and discussion on syntactic and semantic analysis of Japanese within the framework of current linguistic theory; teaching spoken and written patterns; and readings and discussion. Some sessions will be devoted to the study of Japanese culture and society. The seminar will include school visits, seeing a traditional theatrical performance and other cultural activities.

The award includes tuition and fees, room and board, overseas travel accident insurance, roundtrip economy airfare from the airport nearest the participant's home, and program related travel within Japan.

NOTE: The Japan Foundation will make final decisions regarding participation. The U.S. Department of Education will make recommendations only. The Japan Foundation also offers a 4-week seminar (late June to late July) to teachers of Japanese at the elementary, middle or high school level. For more information on the 4-week program, please contact The Japan Foundation, Los Angeles:
333 South Grand Avenue, Suite 2250,
Los Angeles, CA 90071
Tel: 213-621-2267
Fax: 213-621-2590
Web: <http://www.jflalc.org>

Secondary and Postsecondary Seminars

Qualifications:

- High School Educators in fields relating to in the fields of social sciences, humanities, including languages.
- Administrators or Curriculum Specialists who have responsibility for curriculum in the fields of social sciences, humanities, including languages.
- Faculty or Administrators from public or private, 2- or 4-year institutions of higher education whose discipline is related to humanities, languages and/or area studies.
- Museum Educators or Media Specialists who have responsibility for curriculum in the fields of social sciences, humanities, including languages.

Brazil

Seminar Title: **Learning and the Land: How Sustainable Development can build a strong educational foundation.**

Dates: **Four weeks**

Education Level: **Secondary and Postsecondary**

Program Content:

Sustainable development in Brazil must take into account ecological and environmental issues together with social and economic development for local population. Practices and policies for land use and occupation, as well as land ownership and title, and for natural resources management (especially forest and freshwater ones) are key issues in the Brazilian agenda. Market regulation also plays an important role. Education and communication, together with networking, are key to link people, promote exchange experiences and disseminate good models in order to achieve this sustainability. Environmental education summarizes the integration of man and the environment together with the building of the concept of citizenship and the awareness of a citizen's rights and duties towards the land and society at local, regional, national and global levels.

The proposed program will offer an opportunity to go into the field and the country side as well as to visit major cities, in order to meet various audiences, see different environments and societies, while learning first hand about original projects being carried out.

The experience in Brazil will provide participants with an unique opportunity to develop a clearer and more critical understanding of two different ways of looking how sustainable development can build strong educational foundation in two different countries, while gaining some knowledge of Brazilian society, culture in historical and contemporary perspective, and also acquiring greater appreciation for the complexity of issues facing policy makers outside of the United States.

Brazil is a country of continental size, slightly smaller than the United States - its area is 8.5 million sq. km and it covers 47% of South America – but much more diverse in all aspects. Our proposed itinerary covers six major regions that are quite distinct in nature and landscape, occupation patterns, culture, social and economic aspects:

- Amazon Region - the largest tropical rainforest in the planet, inhabited by traditional communities and threatened by fast growing deforestation by cattle ranchers and farmers pushing north to the last .
- Pantanal - the largest wetlands in the world and the best place to see wildlife. Ecotourism and good practices for ranching and plantation are new paths to sustainability
- Cerrado – the savanna land in the central-western plateau where the capital city of Brasilia is located. Center of political and administrative power, the city is the best place to understand how public policies are made.
- Northeast – combines magnificent beaches and large cities on the Atlantic coast. It includes the marine national park in the Fernando de Noronha islands, an example of sustainable ecotourism.
- Southeast – the most urban and economically developed area in the country – 42% of the Brazilian population lives there --, including the two major cities of São Paulo and Rio de Janeiro and one of the most diverse and most threatened tropical forests in the world: the Atlantic forest.
- South – the non-tropical portion of Brazil, with temperate climate and 4 marked seasons. Birth of the first environmental movements in Brazil, this region bordering with Uruguay and Argentina provides a different perspective on Brazil and on South America.

Israel and Egypt

Seminar Title: **Living and Learning: How Israel and Egypt educate future generations.**

Dates: **June-July 2007**

Education Level: **Secondary and Postsecondary**

Program Content:

The seminar will help participants to understand – and to teach their students about – Israel and Egypt's history and the educational, cultural, political, and socioeconomic context of contemporary of Israeli and Egyptian life. It will also explain the dynamics of the contemporary Middle East with an inside perspective.

The seminar will consist of a parallel view of both countries comprising three phases in each country. Academic phase. Through a series of lectures and other presentations the participants will have the opportunity to meet education officials, educators and students across both countries. They will have the chance to see how an educational system responds to the needs of the various segments of its population. In both Israel and Egypt the program will include visits to prestigious institutions, schools of all types, and non-traditional places of learning.

Cultural phase. Through field trips and site visits beyond Cairo – particularly to the Delta and to Upper Egypt – participants will be introduced to Egypt's rich diversity. In Israel the participants will see how the country up close and learn how the varied aspects of Israeli culture come together in day to day life. (Cities to be determined later)

Curricular phase. The most important aspect of the seminar is the creation of the curricular project. As the participants travel through both countries they will be aided by specialists in the creation of their individual projects.

A website created especially for the project will provide participants with detailed, real-time information regarding seminar's schedule. It will also provide a vehicle for sharing the individual results of the curricular phase.

Poland and Russia

Seminar Title: **Building Toward Tomorrow: Developing an Educationally Strong Population**

Dates: **June 20-August 3, 2007**

Education Level: **Secondary and Postsecondary**

Program Content:

The Polish phase of the seminar will start in Krakow, the former capital city of Poland and a major cultural and academic center. The Kraków program will consist of a series of lectures on current political events, Polish literature and language, Polish-Jewish relations, education, foreign and home policy, history and culture, and the Holocaust (followed by a visit to Auschwitz and Birkenau Concentration Camps). The cultural enrichment component will include visits to the 642 year old Jagiellonian University (the second oldest university in Central and Eastern Europe,) the Royal Castle of Wawel, the Jewish quarter of Kazimierz, as well as site trips to the Wieliczka Salt Mine near Krakow and a visit to Zakopane and the Tatra Mountains with exposure to Polish folk dances and music and old customs and traditions.

Wroclaw is located in Lower Silesia, the southwestern part of Poland. It is the fastest developing region in Poland with great human potential and excellent administration. We plan meetings with municipal authorities, including the city mayor and local management executives. One of the highlights in Wroclaw will be a visit to the 300 years old University of Wroclaw and a meeting with the University Rector. We will also visit one of the local high schools as well as a newly opened American Center in the heart of the old town, a place of meetings, presentations and exhibitions.

The academic program in Warsaw, the capital of Poland, will include lectures by renowned professors on the political system, social affairs, gender related issues, civic society, reform of education, Polish culture and globalization. Polish politicians and high ranking government workers will deliver presentations on the Polish economy, domestic and foreign policy and education policies during visits to the Ministries of Economy, Education, Labor and Social Affairs, and Foreign Affairs. Special visits will include the Parliament, Warsaw Stock Exchange, and the Institute of International Affairs as well as secondary and primary schools.

We plan one day at Warsaw University, where the campus visit will include meetings with the University Rector and the faculty. Internationalization of the university through cooperation under Socrates Erasmus programs and prospects for EU-US academic projects will be discussed. At the Center of Eastern Studies the participants will be updated on the research of Polish support for the emerging democracies in the region.

At the College of Europe, the seminar participants will meet faculty and administration representatives and will learn how students from the Central and Eastern European regions specialize in European studies, Law and Economics in order to qualify for positions in European Union administration.

The cultural enrichment program in Warsaw will include an evening at an old Polish manor house, owned by a well known actor and art collector; a visit to the Wilanow Palace, the Polish kings' summer residence; Zelazowa Wola, Chopin's birth place; and a concert by the Warsaw Chamber Opera.

South Africa

Seminar Title: **Student Achievement and Workforce Development in Disadvantaged Populations**

Preliminary Dates: **July 11 – August 11, 2007 (tentative)**

Participants: **U.S. secondary educators and administrators from both urban and rural settings, and faculty and administrators from community colleges and four year postsecondary institutions, in the fields of social sciences, arts and humanities, foreign languages and area studies. Those working in or with a special interest in the programs and issues highlighted below are especially encouraged to apply.**

Program Content:

U.S. secondary teachers, faculty and administrators will address how South African Government (SAG) higher education policies, ten years into democracy, are addressing the needs of previously disadvantaged students, particularly first generation university students, and incorporating these individuals into the higher education system in South Africa. Participants will engage with a variety of SAG education officials both at the national and provincial levels, as well as postsecondary level academics and administrators and secondary level educators. This dialogue will occur within the framework of the challenges of diversity that South Africa institutions face during a period of political transition and rapidly changing technology.

Specifically, the program will focus on how educators prepare students from diverse and disadvantaged backgrounds for university study while sustaining high levels of academic achievement for this population. Topics will include, but are not limited to:

- Achieving university-level language, reading, writing, and other vital skills: while South Africa has 11 official languages, university instruction is offered in either English or Afrikaans, a second language for the majority of South African students. Likewise, ensuring that new university students have the writing skills to compete with students from more privileged backgrounds is an on-going challenge. Remedial programs, bridging programs, and other special outreach, including English as a Second Language programs, will be examined in depth.
- Work force development: high-level skills are imperative for every labor market, and these trained individuals develop the capacity to drive local economies. With unemployment a major issue for South Africa, it is important that education is relevant to work force requirements. How higher education responds to work force needs, both in shaping programs and in steering students towards these sectors, will be examined.
- Promoting academic careers among students from disadvantaged backgrounds: black South Africans are currently underrepresented in faculties across South Africa. How do institutions respond to this need and encourage students to prepare for and pursue graduate studies? This question as well as other related topics will be explored.

The U.S. Embassy in Pretoria, South Africa will administer the seminar on behalf of the United States Department of Education.

INSTRUCTIONS FOR TRANSMITTING APPLICATIONS

Applications for grants under the Fulbright-Hays Seminars Abroad Program, CFDA 84.018A must be submitted electronically using e-Application available through the Department's e-Grants system.

Unless a waiver of the electronic submission requirement has been requested by the applicant in accordance with the procedures in this section, all portions of the application must be submitted electronically. If you are unable to submit an application through the e-Grants system, you must submit a written request for a waiver of the electronic submission requirement. In your request, you should include: your name, your first country choice, and the reason or reasons that prevent you from using the Internet to submit your application. You should address this request to: Michelle Ward, U.S. Department of Education, 1990 K Street, N.W., 6th Floor, Washington, DC 20006-8521. Please submit the request no later than two weeks before the application deadline date. Your paper application must be submitted in accordance with the mail or hand delivery instructions described in this notice.

If, within two weeks of the application deadline date, you are unable to submit an application electronically, you must submit a paper application in accordance with the mail or hand delivery instructions described in this notice. The paper application must include a written request for a waiver documenting the reasons that prevented you from using the Internet to submit your application.

When using e-Application to complete the application, you will be entering data online. Do not e-mail an electronic copy of any part of a grant application to us. The data that is entered online will be saved into a database.

If you participate in e-Application, please note the following:

- You must submit the grant application electronically through the Internet using the software provided on the e-Grants Web site (<http://e-grants.ed.gov>) by 4:30 p.m., Washington, DC time, on the application deadline date. The regular hours of operation of the e-Grants Web site are 6:00 a.m. Monday until 7:00 p.m. Wednesday; and 6:00 a.m. Thursday until midnight Saturday, Washington, DC time. Please note that the system is unavailable on Sundays, and after 7:00 p.m. on Wednesdays for maintenance, Washington, DC time. Any modifications to these hours are posted on the e-Grants Web site. We strongly recommend that you do not wait until the application deadline date to initiate an e-Application package.
- You will not receive additional point value because you submit the application in electronic format, nor will we penalize you if you request a waiver and submit the application in paper format because you were prevented from submitting the application electronically as required.
- After you submit your application to the Department, you will receive an automatic acknowledgement- via email, which will include a PR/Award number (an identifying number unique to your application).

Application Deadline Date Extension in Case of System Unavailability: If you are prevented from submitting your application on the application deadline date because the e-Application system is unavailable, we will grant you an extension of one business day in

order to transmit your application electronically, by mail, or by hand delivery. We will grant this extension if—

1. The applicant is a registered user of e-Application and has initiated an e-Application for this competition; and
2. (a) The e-Application system is unavailable for 60 minutes or more between the hours of 8:30 a.m. and 3:30 p.m., Washington, DC time, on the application deadline date; or (b) The e-Application system is unavailable for any period of time during the last hour of operation (that is, for any period of time between 3:30 p.m. and 4:30 p.m., Washington, DC time) on the application deadline date.

We must acknowledge and confirm these periods of unavailability before granting you an extension. To request this extension or to confirm our acknowledgement of any system unavailability, you may contact either (1) the person listed above or (2) the e-Grants help desk at 1-888-336-8930.

a. Submission of Paper Applications by Mail.

Exception to Electronic Submission Requirement: You qualify for an exception to the electronic submission requirement, and may submit your application in paper format, if you are unable to submit an application through the e-Application system because--

You do not have access to the Internet; or

You do not have the capacity to upload large documents to the Department's e-Application system; and

No later than two weeks before the application deadline date (14 calendar days or, if the fourteenth calendar day before the application deadline date falls on a Federal holiday, the next business day following the Federal holiday), you mail or fax a written statement to the Department, explaining which of the two grounds for an exception prevent you from using the Internet to submit your application. If you mail your written statement to the Department, it must be postmarked no later than two weeks before the application deadline date. If you fax your written statement to the Department, we must receive the faxed statement no later than two weeks before the application deadline date.

If you qualify for an exception to the electronic submission requirement, you may mail (through the U.S. Postal Service or a commercial carrier), your application to the Department. You must mail the original application, on or before the application deadline date, to the Department at the applicable following address:

By mail through the U.S. Postal Service:
U.S. Department of Education
Application Control Center
ATTENTION: CFDA NUMBER 84.018A
400 Maryland Avenue, SW.
Washington, DC 20202-4260

By mail through a commercial carrier:
U.S. Department of Education
Application Control Center – Stop 4260
Attention: CFDA Number 84.018A
7100 Old Landover Road
Landover, MD 20785-1506

or

Regardless of which address you use, you must show proof of mailing consisting of one of the following:

1. A legibly dated U.S. Postal Service Postmark;
2. A legible mail receipt with the date of mailing stamped by the U.S. Postal Service;
3. A dated shipping label, invoice, or receipt from a commercial carrier; or
4. Any other proof of mailing acceptable to the U.S. Secretary of Education.

If you mail the application through the U.S. Postal Service, please note that we do not accept either of the following as proof of mailing:

1. A private metered postmark, or
2. A mail receipt that is not dated by the U.S. Postal Service. If your application is post marked after the application deadline date, we will notify you that we will not consider the application.

Note: Applicants should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, applicants should check with their local post office.

b. Submission of Paper Applications by Hand Delivery.

If you have requested a waiver of the electronic submission requirement, you (or a courier service) may deliver the paper application to the Department by hand. The original and two copies of your application must be hand-delivered on or before the application deadline date to the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.018A)
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, D.C. 20202-4260

The Application Control Center accepts deliveries daily between 8:00 a.m. and 4:30 p.m., Washington, D.C. time, except Saturdays, Sundays and Federal holidays. A person delivering an application must show identification to enter the building.

Note for Mail or Hand Delivery of Paper Applications:

If you mail or hand deliver your application to the Department:

1. You must indicate on the envelope the CFDA number (84.018A)– of the competition under which you are submitting the application.
2. The Application Control Center will mail a Grant Application Receipt Acknowledgment to you. If you do not receive the notification of application receipt within 15 days from the mailing of your application, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

U.S. Department of Education Washington, DC 20006 APPLICATION FOR FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM (P.L. 87-256, as amended) PART A. APPLICATION INFORMATION	FORM APPROVED OMB NO. 1840-0501 EXPIRATION DATE: 07/31/2006
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According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0501. The time required to complete this information collection is estimated to average four hours per response, including the time to review instruction, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to International Education and Graduate Programs Service, U.S. Department of Education, 1990 K Street, NW – 6th Floor, Washington, DC 20006-8521.

1. Applicant's Basic Data (please print or type)

A. Name: _____ **B. ___Mr. ___Mrs. ___Ms. ___Dr.**
(Last) (First) (M.I.)

C. Home Address: _____
(Number and Street including Apt. #)

(City) (State) (Zip Code)

D. Home Telephone: _____ **E. Date of Birth:** __ - __ - 19__ **F. Place of Birth:** _____

G. Home email: _____

H. Seminar Preference	I. U.S. Citizen	J. Veteran's Status	K. Education <small>Please circle</small>
First Choice _____	___ Yes ___ No	If "Yes", and honorably discharged, check <input type="checkbox"/>	B.A./ B.S. M.A./M.S. Doctoral Other
Second Choice _____	Permanent Resident <small>(If not a U.S. Citizen)</small>		
Third Choice _____	___ Yes ___ No		

L. Emergency Contact

Name: _____ **Telephone:** _____
(Last) (First) (M.I.)

Home Address: _____
(Number and Street including Apt. #)

(City) (State) (Zip Code)

2. Previous Federal Government Educational Exchange Grant ___ Yes ___ No. If yes, please give the following information:
(use additional pages if necessary)

Title of Grant/Award	Agency	Host Country	Date of Award
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3. Present Employment

Number of years in present position _____ **Full Time** _____ **Part Time** _____

A. Position/Title Date of Employment: ___ ___ ___

Name of Institution/School: _____

Address _____

Telephone Number: _____ **Fax Number:** _____ **E-mail:** _____

Academic Level Taught (Please check the appropriate academic level)

Elementary School (K – 5 th) _____	Middle School (6 th – 8 th) _____	Secondary School (9 th – 12 th) _____
Postsecondary (2yr.) _____	Postsecondary (4yr.) _____	Curriculum Specialist _____
Other: _____		

Technical Review Form

You will be evaluated by the following selection criteria.
Please complete the following pages to the best of your ability.

1. Curriculum Vitae	20 points
2. International Experience	20 points
3. Demonstrated Need	25 points
4. Project plan and implementation	25 points
5. References	10 points
Total	100 points

Evaluation Criterion: Curriculum Vitae: This section is worth 20 points.

1.PLEASE INCLUDE A COPY OF YOUR Curriculum Vitae (C.V). Your c.v. should contain the following pieces of information: current position, previous experience, professional initiatives, honors, awards, and involvement in educational/professional organizations, and impact in and beyond the classroom.

Evaluation Criterion: International Experience: This section is worth 20 points.

2.PLEASE COMMENT ON YOUR ABILITY TO LEARN FROM INTERNATIONAL AND/OR INTERCULTURAL EXPERIENCES THAT YOU HAVE HAD. (Relevant background includes travel, formal study, demonstrated ability to adapt to/with new cultures- Does not have to be an overseas experience.)

Evaluation Criterion: Demonstrated Need: This section is worth 25 points.

3. EXPLAIN YOUR NEED FOR THIS OVERSEAS EXPERIENCE AND WHY YOU WANT TO PARTICIPATE IN THE SEMINAR (S) YOU SELECTED. Indicate why you require greater knowledge of the host country (ies) by traveling overseas. Include a discussion on what aspects of the society (ies) you are interested in learning about. You must demonstrate a direct connection between the seminar and your current teaching and/or administrative responsibilities.

PLEASE ADDRESS ALL COUNTRY CHOICES

Points will be deducted for not discussing countries listed on Applicant Information Page

Evaluation Criterion: Project plan and implementation: This section is worth 25 points.

4. DESCRIBE HOW YOU PLAN TO INCORPORATE THE SEMINAR EXPERIENCE INTO YOUR PROFESSIONAL WORK TO ENHANCE INTERNATIONAL, INTERCULTURAL UNDERSTANDING. (such as teaching, curriculum development, and outreach activities).

PLEASE ADDRESS ALL COUNTRY CHOICES

Points will be deducted for not discussing countries listed on Applicant Information Page

5. Reference Forms- Part 1

Evaluation Criterion: This section is worth 10 points.

Applicant Name: _____

First Country Choice: _____

Suitability and adaptability for participation in a seminar abroad.

PART B-1. SUPERVISOR REFERENCE FORM FOR APPLICANT

Is the applicant a full time teacher, administrator, faculty, or staff member? Yes ☐ No ☐

Please draft a letter responding to the following criteria for the applicant:

Knowledge of specific field

Ability to work with colleagues, including those with differing views, and or different backgrounds

Ability to communicate effectively

Adaptability

Leadership

Resourcefulness

Impact, in and beyond the classroom

Ability to work and travel in a group setting

Impression which will be made abroad as a US citizen

Ability to exercise sound judgment

Additional comments on the applicants' professional competence, experience, accomplishments, and personal qualities. Also, indicate any limitations.

Use Additional page if necessary.

THIS FORM IS SUBJECT TO RELEASE, ON REQUEST, TO THE APPLICANT.

Reference Forms- Part 2

Applicant Name: _____

First Country Choice: _____

PART B-2. REFERENCE FORM FOR APPLICANT

Please draft a letter responding to the following criteria for the applicant:

- Knowledge of specific field
- Ability to work with colleagues, including those with differing views, and or different backgrounds
- Ability to communicate effectively
- Adaptability
- Leadership
- Resourcefulness
- Impact, in and beyond the classroom
- Ability to work and travel in a group setting
- Impression which will be made abroad as a US citizen
- Ability to exercise sound judgment

Use additional page if necessary.

Reference Forms- Part 3

Applicant Name: _____

First Country Choice: _____

PART B-3. REFERENCE FORM FOR APPLICANT

Please draft a letter responding to the following criteria for the applicant:

Knowledge of specific field

Ability to work with colleagues, including those with differing views, and or different backgrounds

Ability to communicate effectively

Adaptability

Leadership

Resourcefulness

Impact, in and beyond the classroom

Ability to work and travel in a group setting

Impression which will be made abroad as a US citizen

Ability to exercise sound judgment

Use additional page if necessary.

THIS FORM IS SUBJECT TO RELEASE, ON REQUEST, TO THE APPLICANT.

Evaluation Criteria- Japanese Language Seminar ONLY
PART C. FOREIGN LANGUAGE PROFICIENCY REFERENCE
JAPAN SEMINAR

Applicant Name:

INSTRUCTIONS: To be completed by a college/university language teacher and returned to the applicant.

Under Section 552 a(d) of the Privacy Act, the content of this form is subject to review by the applicant.

SPEAKING AND LISTENING (Check One)

- ☐ Unable to function in the spoken language
 - ☐ Able to satisfy basic survival needs and maintain very simple conversation in familiar topics
 - ☐ Able to satisfy routine social demands and limited work requirements
 - ☐ Able to participate effectively in most formal and informal conversations on practical and social topics and on professional topics in restricted contexts
 - ☐ Able to use the language fluently and accurately on all levels normally pertinent to professional needs
 - ☐ Use of language is functionally equivalent to a well-educated native speaker
-

READING (Check One)

- ☐ No practical ability to read the language
- ☐ Sufficient comprehension to read very simple connected written material in a form equivalent to usual printing or typescript
- ☐ Sufficient comprehension to read simple, authentic texts on subjects within a familiar context
- ☐ Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects, as well as technical material
- ☐ Able to read fluently and accurately all styles and forms of the language pertinent to professional needs, including all materials in one's special field
- ☐ Reading proficiency is functionally equivalent to a well-educated native speaker

Please indicate briefly how the evaluation was determined (e.g., 2 years of coursework, a test, etc.)

Name	Signature	Date
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Institution	Department	Position or Title
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CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT		PR/AWARD NUMBER AND / OR PROJECT NAME	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE			
SIGNATURE		DATE	

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT PROJECT NAME	PR/AWARD NUMBER AND/OR
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 0348-0040

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. § 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal fun
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. § § 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. § § 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. § 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. § § 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. § § 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. § § 4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE	
APPLICANT ORGANIZATION		DATE SUBMITTED



Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that the U.S. Department of Education imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of the U.S. Department of Education that is subject to 34 CFR 75.60, 75.61, and 75.62, including:
 - Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
 - Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
 - State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
 - Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
 - Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
 - Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
 - Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
 - Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
 - Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134l);
 - Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
 - Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105l);
 - Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
 - Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
 - Paul Douglas Teacher Scholarship (20 U.S.C. 1104, et seq.);
 - Law Enforcement Education Program (42 U.S.C. 3775);
 - Indian Fellowship Program (29 U.S.C. 774(b));

OR

B. I have made arrangements satisfactory to the U.S. Department of Education to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to the U.S. Department of Education for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.

Signature: _____

Name: _____

Date: _____

Name or Number of the USDE program under which this certification is being made: **FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM, CFDA NO. 84.018**

The Government Performance and Results Act (GPRA)

What is GPRA?

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve congressional decision-making through more objective information on the effectiveness of federal programs, and promote a new government focus on results, service delivery, and customer satisfaction.

How has the Department of Education Responded to the GPRA Requirements?

As required by GPRA, the Department of Education has prepared a strategic plan for 2002-2007. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the United States. The Department's goals, as listed in the plan, are:

- Goal 1: Create a Culture of Achievement
- Goal 2: Improve Student Achievement
- Goal 3: Develop Safe Schools and Strong Character
- Goal 4: Transform Education into an Evidence-based Field
- Goal 5: Enhance the Quality of and Access to Postsecondary and Adult Education
- Goal 6: Establish Management Excellence

The performance indicators for the International Education Programs are part of the Department's plan for meeting Goal 5: Enhance the Quality of and Access to Postsecondary and Adult Education.

What are the Performance Indicators for the International Education Programs?

The Department's specific goal for the International Education programs is "to meet the nation's security and economic needs through the development and maintenance of a national capacity in foreign languages, and area and international studies." The Department has established objectives and performance indicators for the Title VI and Fulbright Hays programs and data are collected through the Evaluation of Exchange, Language, Area and International Studies (EELIAS) performance reporting system. The indicators for the International Education programs focus on the following areas: (1) expansion of critical languages; (2) employment in field; and (3) improved language competency.

All grantees are required to submit annual performance reports through EELIAS that describe the projects' accomplishments and provide GPRA data. Data collected from each of the fourteen International Education programs are used to assess the success of meeting the performance objectives.

**IMPORTANT NOTICE TO PROSPECTIVE PARTICIPANTS
IN U.S. DEPARTMENT OF EDUCATION
GRANT AND CONTRACT PROGRAMS**

GRANTS

Applicants for grants from the U.S. Department of Education (ED) have to compete for limited funds. Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste. For these reasons, ED must set strict deadlines for grant applications. Prospective applicants can avoid disappointment if they understand that:

Failure to meet a deadline will mean that an applicant will be rejected without any consideration.

The rules, including the deadline, for applying for each grant are published, individually, in the Federal Register. A one-year subscription to the Register may be obtained by sending \$555.00 to: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402-9371. (Send check or money order only, no cash or stamps.) In addition, the Federal Register is available on-line for free on Government Printing Office (GPO) Access: <http://www.access.gpo.gov/nara>. Depository Library location and Federal Register services: <http://www.nara.gov/fedreg>.

The instructions in the Federal Register must be followed exactly. Do not accept any other advice you may receive. No ED employee is authorized to extend any deadline published in the Register. No ED employees are authorized to extend any deadline published in the Federal Register. Questions regarding submission of applications may be addressed to:

U.S. Department of Education
Application Control Center
Washington, DC 20202-4260

CONTRACTS

Competitive procurement actions undertaken by the ED are governed by the Federal Acquisition Regulations and implementing Department of Education Acquisition Regulations.

Generally, prospective competitive procurement actions are synopsized in the Commerce Business Daily (CBD). Prospective offerors are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals (RFP). All of ED's RFP's are now available on-line for downloading at the following url: <http://www.ed.gov/offices/ocfo/contracts/currfrp.html>.

Offerors are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the RFP. Questions regarding the submission of offers should be addressed to the Contracts Specialist identified on the face page of the RFP. Offers are judged in competition with others, and failure to conform with any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No ED employee is authorized to consider a proposal which is non-responsive to the RFP. A subscription to the CBD is available for \$208.00 per year via second class mailing or \$261.00 per year via first class mailing. Information included in the Federal Acquisition Regulation is contained in Title 48, Code of Federal Regulations, Chapter 1 (\$49.00). The foregoing publication may be obtained by sending your check or money order only, no cash or stamps, to:

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402-9371

In addition, the Commerce Business Daily is available on-line for free at the following url: <http://cbdnet.access.gpo.gov/>. The Federal Acquisition Regulations are available on-line at the following url: <http://www.arnet.gov/far/>. In an effort to be certain this important information is widely disseminated, this notice is being included in all ED mail to the public. You may therefore, receive more than one notice. If you do, we apologize for any annoyance it may cause you.

ED FORM 5348, 7/01

2007 FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM TERMS AND CONDITIONS OF THE AWARD

Participants in the Seminars Abroad Program must comply with all terms and conditions of the award and directions from program staff. If a participant fails to comply with these terms and conditions and any additional directions, the U.S. Department of Education may terminate the grant, require the participant to repay the government for any funds spent to support the participant or bar the participant from any future seminars.

By accepting this award, the participant agrees to comply with all laws of the United States and the host country.

The participant agrees not to engage in any activities that are likely to give offense to the host country or to bring the United States into disrepute.

By accepting this award, the participant agrees to attend and participate in all seminar activities.

- ☐ Seminar activities are very intensive and *attendance at all activities is required*. Being joined by dependents, relatives, or friends in the host country during the period of the seminar is not permitted
- ☐ By accepting this award, the participant is agreeing that he/she is willing to endure certain discomforts that may arise, and that he or she is able to keep up with the high pace of the program.
- ☐ The candidate must be physically and psychologically able to participate in all phases of the seminar. Award recipients must provide a physician's statement to reflect participants' readiness for travel
- ☐ Participants are required to contribute \$350.00 as a cost share to help defer the costs of the seminar program.
- ☐ Participants are responsible for additional expenses which may include the following: ♦passport and visa fees; ♦inoculations; ♦the purchasing of gifts to bring for any visits during the seminar; ♦charges for telephone calls and/or faxing to the overseas administering agency during the pre-departure period; ♦the purchasing of books/curriculum materials during the seminar; and ♦personal expenditures.
- ☐ All seminar participants are required to have health insurance that is valid in the host country (ies). The participant's insurance **must include emergency evacuation and repatriation of remains coverage**. If participant's current health insurance is not valid, he or she is required to purchase insurance through the United States Department of State (DOS) or some other group carrier. The cost of insurance through the DOS for the previous year ranged from \$52 to \$203 per person per month.
- ☐ Participants are **required** to complete one curriculum project that is relevant to institutions' use. The project will be facilitated by the U.S. Department of Education's administering agency in the host country (ies), and is due within 90 days of the seminar end date.
- ☐ Participants are required to share their curriculum projects with colleagues and conduct outreach activities in their schools, institutions, and communities upon return to the US. (Participants will be asked to submit a detailed dissemination report on how this was accomplished.)
- ☐ Participants are required to complete an evaluation of the seminar using a form provided by the US Department of Education.
- ☐ Travel must be taken in accordance with the ticket issued by the overseas administering agency. If participants wish to change their return travel itinerary, they may do so before leaving the U.S. provided the carrier agrees and the participant pays any additional costs.
- ☐ All announced seminars are subject to the availability of Federal funds and the cooperation of foreign nations. Seminars could be cancelled or changed due to a decrease in funding, situations in the host countries, or too few applications received.

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- All announced seminars are subject to the availability of Federal funds and the cooperation of foreign nations. Seminars could be cancelled or changed due to a decrease in funding, situations in the host countries, or too few applications received.

THE J. WILLIAM FULBRIGHT FOREIGN SCHOLARSHIP BOARD **STATEMENT OF THE RIGHTS AND RESPONSIBILITIES OF AMERICAN GRANTEES**

“Grants under the Mutual Educational and Cultural Exchange Act of 1961, as amended (Fulbright-Hays Act), involve certain obligations and responsibilities on the part of each grantee. A person accepting such a grant is not by virtue thereof an official or employee of the Department of State or other agency of the Government of the United States of America, or of an agency of the government of the host country.

Grantees are private citizens, retaining the rights of citizens to the personal and intellectual freedom generally accepted under the United States constitutional system and by the educational community.

The J. William Fulbright Foreign Scholarship Board believes, however, the individual grantees are responsible for protecting the nonpolitical character of the program during their grants. They should be aware that their public political statements or activity while abroad may, in certain circumstances, draw into the political arena an educational exchange program that has been characterized since its inception, as free and nonpolitical.

Further, it should be recognized that American citizens who make political statements abroad or who engage in activities with political connotations may thereby become involved in the domestic political processes of their host country even when they wish only to express agreement or disagreement with U.S. Government policy. Grantees should be aware that such activities are incompatible with the objectives of the program and that they are responsible for exercising discretion and judgment in all of their actions, both public and private.”

REVOCATION OR TERMINATION OF THE AWARD

Upon the recommendation of the bi-national commission, overseas posts, and the Secretary of Education, the J. William Fulbright Foreign Scholarship Board may terminate your award.

“Grounds for revocation may include but are not limited to: (1) violations of the laws of the United States or of the host country; (2) misconduct; (3) failure to observe satisfactory academic or professional standards; (4) physical or mental incapacitation; (5) acts likely to give offense to the host country; and/or (6) engaging in political or unauthorized income-producing activities; or other activities which in the discretion of the Foreign Scholarships Board and the Department are inconsistent with the best interests of the program.”

CERTIFICATION

I certify that the information I provided on this application is correct to the best of my ability and that I agree to the terms and conditions of the award if selected.

Signature of Applicant

Date

INFORMATION ON THE PRIVACY ACT

In accordance with the Privacy Act of 1974 (Public Law No. 93-579, 5 U.S.C. 552a), you are hereby notified that: (1) The Department is authorized to collect information to implement the Fulbright-Hays Seminars Abroad Program/Bilateral Projects under the Mutual Educational and Cultural Exchange Act of 1961 (Public Law 87-256; 75 Stat. 527) and Section 4 of Executive Order 11034. In accordance with this authority, the Office receives and maintains personal information on applicants for use in processing applications and selecting participants. (2) The principle purpose for collecting this information is to administer the program, including use by program staff and field readers to determine eligibility and suitability for participation in a seminar abroad and use by program staff to ensure compliance with program requirements. (3) The information may be disclosed to third parties such as the U.S. embassies, agencies that the Department has authorized to assist in administering the seminars including binational commissions, the J. William Fulbright Foreign Scholarship Board, and in some cases foreign governments for use in issuing visas.

Disclosure may be made to a Congressional office from the record of an individual in response to an inquiry from the Congressional office made at the request of that individual. If the Department or an employee of the Department is involved in litigation, the Department may send your information to the Department of Justice, a court, adjudicative body, or potential witness provided such disclosure is compatible with the purpose for which the information was requested. Disclosure may also be made to the Department of Justice for the purpose of obtaining its advice as to whether particular records are required to be disclosed under the Freedom of Information Act. When the appropriate office of ED determines that an individual or an organization is qualified to carry out specific research, that official may disclose information to that researcher solely for the purpose of carrying out the research. When ED contracts with a private firm for the purpose of administering the seminar(s), relevant records will be disclosed to the contractor. The contractor shall be required to maintain Privacy Act safeguards with respect to such records. Information may be disclosed to any Federal, State, local or foreign agency or public authority responsible for enforcing, investigating, or prosecuting violations of administrative, civil, or criminal law or regulation where the information is relevant to any enforcement, regulatory, investigative, or prosecutive responsibility with the receiving entity's jurisdiction. Information may be disclosed in response to a subpoena issued by a Federal agency having the power to subpoena records or other Federal agencies. (4) You are not required to submit the information requested in this application, however the information will be used in the processing and evaluation of applications; and the effects of not providing all or any part of the requested information may delay the process or make it impossible to process an application (disclosure of your social security number is voluntary; failure to disclose such a number will not result in the denial of any right, benefit or privilege to which an individual is entitled).

